



REPORT TO

**STUDENT ACHIEVEMENT AND
WELL BEING, CATHOLIC
EDUCATION AND HUMAN
RESOURCES COMMITTEE**

**2021-2022 BOARD IMPROVEMENT AND EQUITY
PLAN REPORT BACK**

*The plans of the diligent lead surely to abundance, but everyone who is hasty comes only to want.
Proverbs 21:5*

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INFORMATION REPORT

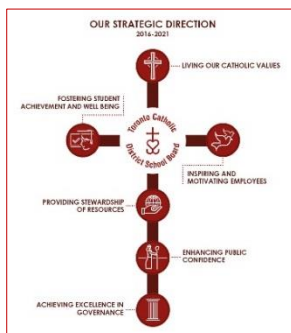
Vision:

*At Toronto Catholic we transform the world through
witness, faith, innovation and action.*

Mission:

*The Toronto Catholic District School Board is an inclusive
learning community uniting home, parish and school and
rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to
lead lives of faith, hope and charity.*



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A. EXECUTIVE SUMMARY

The TCDSB Board Improvement and Equity Plan outlines a continued commitment to ensure student success through: improved student learning; equity of student outcomes especially for underserved students; and, the creation of school environments that are safe and conducive to student well-being. The TCDSB plan continues to promote Catholic faith formation and pastoral care to support our students. This annual report provides an update on the implementation of the 2021-22 Board Improvement and Equity Plan to date, including an anecdotal analysis of school improvement planning from the school perspective that is reflective of the work taking place in schools across the TCDSB.

The cumulative staff time required to prepare this report was 25 hours

B. PURPOSE

1. The TCDSB is committed to provide students with learning opportunities that honour who they are as children of God and help them to reach their ultimate God-given potential in an environment that supports not only their academic learning, but their overall well-being.
2. In the Fall of 2021, the Ministry provided every board with a template for a Board Improvement and Equity Plan (BIEP). The template identifies multiple student data points that address demographic data with the intention of identifying learning opportunities for underserved and/or marginalized students.
3. The Ministry declared that during the first year of implementation, district school boards were to focus on the collection of broader data related to Ministry of Education identified priorities to better support students. Reporting on some of the data points requires the development of instruments to measure impact and as such are not yet available.
4. This report provides feedback on the implementation of the TCDSB 2021-2022 BIEP to date, with the understanding that the BIEP work is still being developed according to Ministry guidelines.
5. This report also includes pertinent School Improvement and Equity Plan (SIEP) data that reflect the work of schools at the local level.

C. BACKGROUND

1. The Ministry of Education requires that every school board create a Board Improvement and Equity Plan (BLIP). The TCDSB 2021-22 BIEP was developed in alignment with the Multi-Year Strategic Plan (MYSP) and was informed by the Pastoral Plan and the Equity Action Plan. It is guided by large scale data collected through provincial and board assessments, and through multiple board surveys.
2. On September 20, 2021, the Ministry of Education presented a draft overview of a new school board planning tool to assist with the creation of the local Board Improvement and Equity Plan (BIEP).
3. The new planning tool requires that district school boards engage in the collection of demographic data by fall 2022 to better understand the makeup of the student population within the board to identify areas for improvement. Engaging in the collection of relevant demographic data can play a powerful role in advancing equity through the identification of learning opportunities in achievement. The Ministry has since extended the timeline to an undetermined date.
4. As part of TCDSB's ongoing commitment to faith formation, the BIEP is supported by the three-year Pastoral Plan which provides ongoing nurturing of our Catholic Community. The new pastoral plan **“Walking with Christ with Eyes of faith and hope, with Hearts of kindness and love and with Minds of justice and peace”** will support the implementation and refinement of the Board Improvement and Equity Plan over the next three years.
5. Our Catholic faith priorities continue to be a key element of promoting student growth, typically supported through the work in the classroom and at the school and board levels. This is evident in the catechetical program, the seasonal prayers, liturgies and the TCDSB virtues of the month.
6. In addition to Catholic faith formation, the Board Improvement and Equity Plan (BIEP) tool outlines four provincial education priority areas and one emergent priority:

Priority	Description
A. Achievement	All students, including those communities of students who – historically and currently – are underserved, will be given the tools to succeed academically in life.
B. Human Rights and Equity	All students will have an equal opportunity to succeed, thrive and reach their full potential. This requires boards to address systemic discrimination and eliminate disparities in educational experiences for students who are underserved by the education system, revealed by the collection and analysis of demographic data.
C. Mental Health, Well-Being and Engagement	All students will be supported to improve mental health, well-being and engagement, which requires our board to foster a sense of belonging and a positive school environment and provide students with the appropriate timely and quality school-based mental health supports using a tiered approach to intervention.
D. Transitions And Pathways	All students will have the skills, knowledge and confidence they need to succeed in the future, as they transition from elementary to secondary school and to their postsecondary pathway: apprenticeship, college, community living, university or the workplace.
E. Emergent Priority	This theme was created by the Ministry to respond to emerging priorities in the context of COVID-19, which includes mental health and well-being, early reading and math and re-engaging students.

7. The Ministry designed the standardized BIEP tool to assist district school boards to identify local actions that will lead to improved achievement, equity, well-being and transitions for all students. The BIEP is designed to increase accountability and standardize commitments for advancing human rights and equity across the education system.
8. The tool is designed to capture the experiences and outcomes of Indigenous students, Black and other racialized groups of students, students with disabilities and/or special education needs (non-gifted), 2SLGBTQ+ students and students from low-income households. School boards will provide baseline data and set aspirational targets for each performance indicator laid out in the BIEP, including relevant disaggregated demographic data.

9. The TCDSB has worked over the last few months to align current data collection practices with new requirements outlined by the Ministry. This work takes time as boards across the province begin to collect and disaggregate data to set a baseline from which to work.
10. The following student achievement metrics will continue to be used to inform the new BIEP as it becomes available to the board:
 - a. EQAO reading and writing Grade 3 and 6
 - b. EQAO mathematics Grade 3 and 6
 - c. EQAO Grade 9 Mathematics
 - d. Ontario Secondary School Literacy Test (OSSLT)
 - e. Graduation rates percentages
 - f. Credit accumulation data
11. To inform the BIEP, we will be using the following sources of data to collect the necessary information to align with the BIEP. TCDSB data collection surveys:

Stakeholder	Panel	Survey	Scope	Area	Frequency
Student Voice	Elementary	Safe and Caring Catholic School Climate	All Grade 6 and 8 Students	Well-Being, Safe Schools, Equity	Bi-Annual sample
	Elementary	Census	Grade 4 to Grade 8	Equity	TBD population
	Secondary	Student Transition	Sample of Grade 9 Students	Pathways & Transitions	Bi-Annual sample
	Secondary	My School My Voice	Sample of Grade 10 and 12 students	Well-Being, Safe Schools, Equity	Bi-Annual sample
	Secondary	Census	Grade 9 students	Equity	TBD
Parent Voice	Elementary and Secondary	Parent/Guardian Voice	All Parents	Well-Being	Bi-Annual sample
Teacher Voice	Elementary	Teacher Voice	All teachers	Well-Being	Bi-Annual sample
	Secondary	Teacher Voice	All Teachers	Well-Being	Bi-Annual sample
Administrator Voice	Elementary	Administrator Voice	All Principals and Vice Principals	Well-Being	Bi-Annual sample
	Secondary	Administrator Voice	All Principals and Vice Principals	Well-Being	Bi-Annual sample

12. With respect to monitoring our Catholic faith initiatives, we look at school submissions for culminating celebrations, attendance at religious education professional learning opportunities, attendance at events and initiatives that promote Catholic values and nurture school-parish connections.
13. The new BIEP requires that we expand the areas for data collection extensively beyond what was required by previous plans. Many indicators require data collection for all students ranging from grades 4-12. As a result, we will be adding to our current surveys, elements which will enhance our ability to collect the required demographic data.
14. Over the last several months, staff has worked to identify gaps in data collection, overlap between the data collected by surveys, opportunities to enhance student learning, and areas of programming that may require additional modifications or considerations to serve all students. This process is much in line with what is occurring in other boards of education.
15. A central team composed of educators, research and business staff has been organized to review and respond to data collection and the management of the data in responding to system short-term and long-term goals.
16. As central staff continue to analyze and review the existing data sources with data that is being mandated by the new ministry requirements, schools have moved to begin responding to their local needs. Through the creation and implementation of a School Improvement and Equity Plan (SIEP), schools have used classroom and school based data to support the work of student instruction and professional learning for teachers.
17. The new TCDSB MYSP goals are well aligned with the goals of the BIEP template. Drawing on the goals of the BIEP, schools created a School Improvement and Equity Plan (SIEP). Catholic School Parent Councils had the opportunity to review and give input on the local school SIEP in the spring of 2022.
18. This report provides highlights from the work of all schools as it was identified by the SIEP submissions.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Upon receipt of the Ministry requirements for the creation of the new TCDSB BIEP for 2021-22, a current state analysis of data collection was initiated to better understand the data we already have access to and that which we must collect.
2. From 2019- 2021, with the onset of COVID 19 pandemic restrictions and ongoing labour actions in elementary, the ability to administer assessments and collect board level data was restricted. This, combined with a pause in EQAO and other large-scale assessments has hindered the collection and analysis of data.
3. In the Fall of 2021, with the broad vaccination program in place, students returned to in-person learning. The Education Quality and Accountability Office (EQAO) opened the process for online assessment of the Ontario Secondary School Literacy Test (OSSLT), Grade 9 EQAO mathematics assessment, and the Primary and Junior EQAO assessments were conducted.
4. In the 2021-22 school year, school boards saw a return to standardized assessments: Education Quality Assessment Office (EQAO); Trends in International Mathematics and Science Study (TIMMS); Pan-Canadian Assessment Program PCAP); PIRLS (Progress In International Reading Literacy Study). No reports from these assessments have been received at this time.
5. For many years, TCDSB collected information from students, parents and staff. To fulfil the requirements of the BIEP, the administration of student surveys was expanded to all students in grades 4-12. Additional survey questions will need to be added to future surveys to better identify gaps in student learning, equity, well-being, and pathways. The data collection process will align with the BIEP requirements related to demographic data.
6. From January to June of 2022, schools began to develop and implement their 2022-2023 School Improvement and Equity Plans. The SIEP process saw principals work with their local school teams to develop goals and strategies aligned with the BIEP that met the needs their local school community.

7. The unprecedented nature of the 2021-2022 academic year required a unique approach to the analysis of school improvement activities. Each school was required to create an achievement goal focusing on instructional equity in an area that met their local needs. Schools were also directed to create at least one additional goal selected from the other three areas of the BIEP (Mental Health and Well Being, Human Rights and Equity, and Pathways).
8. All elementary and secondary School Improvement and Equity Plans were analysed. Schools reported their focus areas to be the following:
 - Numeracy (77%)
 - Numeracy and Literacy (12%)
 - Other areas of instruction (11%)
9. Examples of other areas of instruction were Culturally Relevant Responsive & Relevant Pedagogy (CRRP) and numeracy, numeracy focusing on specialized populations, instruction for English Language Learners (ELL), Social Emotional Learning, and pathways.
10. Schools identified a multitude of strategies they were using to achieve their goals. The top five strategies used were:
 - Use of TCDSB supported online math programs
 - Implementation of high yield/high impact instructional strategies*
 - Assessment for/as learning
 - Use of timely descriptive feedback
 - Intentional direct explicit teaching

* from Ministry of Education: “High-Impact Instructional Practices in Mathematics”

11. Each SIEP also outlines the professional learning required by staff to implement school goals. A variety of areas of professional learning were identified to support student learning. The top three identified were:
 - Training and support for staff to effectively use the online math programs
 - Time to work collaboratively to co-plan and co-teach and to participate in online and self-directed workshops
 - Increased access and support from central resource team (e.g. Math, equity, special services)

12. Each school selected at least one secondary goal to support the instructional goal in the SIEP in the areas of Mental Health and Well Being, Human Rights and Equity, and Pathways. The secondary goals selected by schools focused on the following areas:

- Human Rights and Equity (74%)
- Mental Health and Well Being (38%)
- Pathways (6%)

Secondary schools SIEPs were more likely to focus on Pathways and Transitions, de-streaming in mathematics and credit accumulation.

13. In September 2022, a focus group with 14 elementary and 9 secondary principals from across the system was held to further analyze school improvement processes and experiences. Participants also completed a multi-question survey. Information gathered from this focus group served to provide feedback on the work conducted at the school level and the areas for growth. Samples of feedback from administrators are listed below:

- Schools worked on implementing and using TCDSB approved online math tools to support math learning and assessments
- over the 2021-22 year, schools shifted focus to responding to student well-being needs as schools worked to re-engage students into an in-person learning environment
- schools used resources from School Mental Health Ontario and Mental Health Assist resources as well as the TCDSB Educator's Toolkit to support student needs
- schools assessed learning readiness and met students where there were in their learning
- schools implemented the after-school learning program to support elementary student literacy and numeracy learning
- schools encouraged experiential learning, including class trips
- schools increased use of guest speakers
- schools took a teams approach to implement/action school goals (e.g.; faith and equity teams or mental health and equity teams)
- schools increased connections with their parish
- schools/staff used Christian Meditation to support student wellness
- guidance counsellors and chaplains were invited to provide support to students

- Catholic School Parent Councils were leveraged in support of school initiatives
 - use of equity and well-being SIEP goals to support the main academic goal (e.g.: focus on wellness and re-engagement while transitioning to the new grade 9 math de-streamed curriculum)
 - increased collaboration between specialized teams and individuals at the school level to support positive student outcomes.
14. All students entering high school in September had the opportunity to participate in the transitions course over the summer. Secondary students also participated in regular course upgrading as well as in new credit courses.
15. To address emerging and achievement priorities identified within the BIEP, the TCDSB implemented programming in the spring and summer of 2022 to support student needs. This programming included re-engagement activities and a variety of tutoring supports designed to target student learning in schools across the system. To date, these programs have served over 5000 students since their implementation in the spring of 2022. The chart below outlines programming supports implemented to date:

Panel	Group	Program	Focus
Elementary	Gr.1-2	After school	Early Reading
Elementary	Gr. 3-4	After school	Literacy
Elementary	Gr. 3-4	After school	French
Elementary	Gr. 5-6	After school	Literacy
Elementary	Gr. 3	After School	Numeracy
Elementary	Gr. 6	After School	Numeracy
Elementary Partnership Program	K- 8	After School, Evenings, Weekends, Summer	Literacy, Numeracy provided by community partners
Secondary Partnership Program	Gr. 9-12	After School, Evenings, Weekends, Before School, Summer	Literacy, Numeracy, Other subject areas provided by community partners
Elementary	Kindergarten	Summer	LEAPS (Learning, Empathy, Adaptability, Play, Social Skills)
Elementary	Gr. 1-2	Summer	Focused Literacy
Elementary	Gr. 3-5	Summer	Literacy/Numeracy
Elementary	Gr. 6-8	Summer	Literacy/Numeracy (with Con. Ed.)
Elementary	K-8	Summer	Online Skills-based Tutoring

Secondary	Indigenous course – Gathering of Nations	Summer	Literacy/Numeracy/Cultural Focus
Elementary	Gr. 7	Summer	Pathways focused program with Skills Canada
Elementary	Gr. 7 – Indigenous focused program	Summer	Pathways focused program with Skills Canada for Indigenous students
Secondary	Gr. 9-10 students	Summer	Instrumental Music Program
Elementary	Various Grades	Summer	Additional Tutoring Supports through Focus on Youth Programming
Elementary and Secondary	Various Grades	Summer	Programming for Students with special education supports

E. METRICS AND ACCOUNTABILITY

1. 2021-2022 was a transitional year, as students returned to in-person learning, school closures kept students home for two weeks, and the province returned to large scale assessments. Consequently, the customary processes of collecting and analysing data were not able to be implemented.
2. During the 2022-23 school year staff continues to develop processes for broad data collection, amalgamation and/or refinement of current surveys as required by the Ministry of Education.
3. Large scale assessment data will be reported publicly as it becomes available from the Education Quality Assessment Office.
4. Surveys shared with students, staff and parents will reflect the Catholic values of the TDCSB Community. The data collected from these surveys will serve to better support student well-being in these changing times and support academic achievement. Survey results will be collected and will be included in the 2022-23 report back.
5. As required, a report on BIEP implementation will be submitted to the Ministry of Education and will be shared with the board of Trustees on an annual basis each Fall.

F. CONCLUDING STATEMENT

This report is for the information of the Board.